

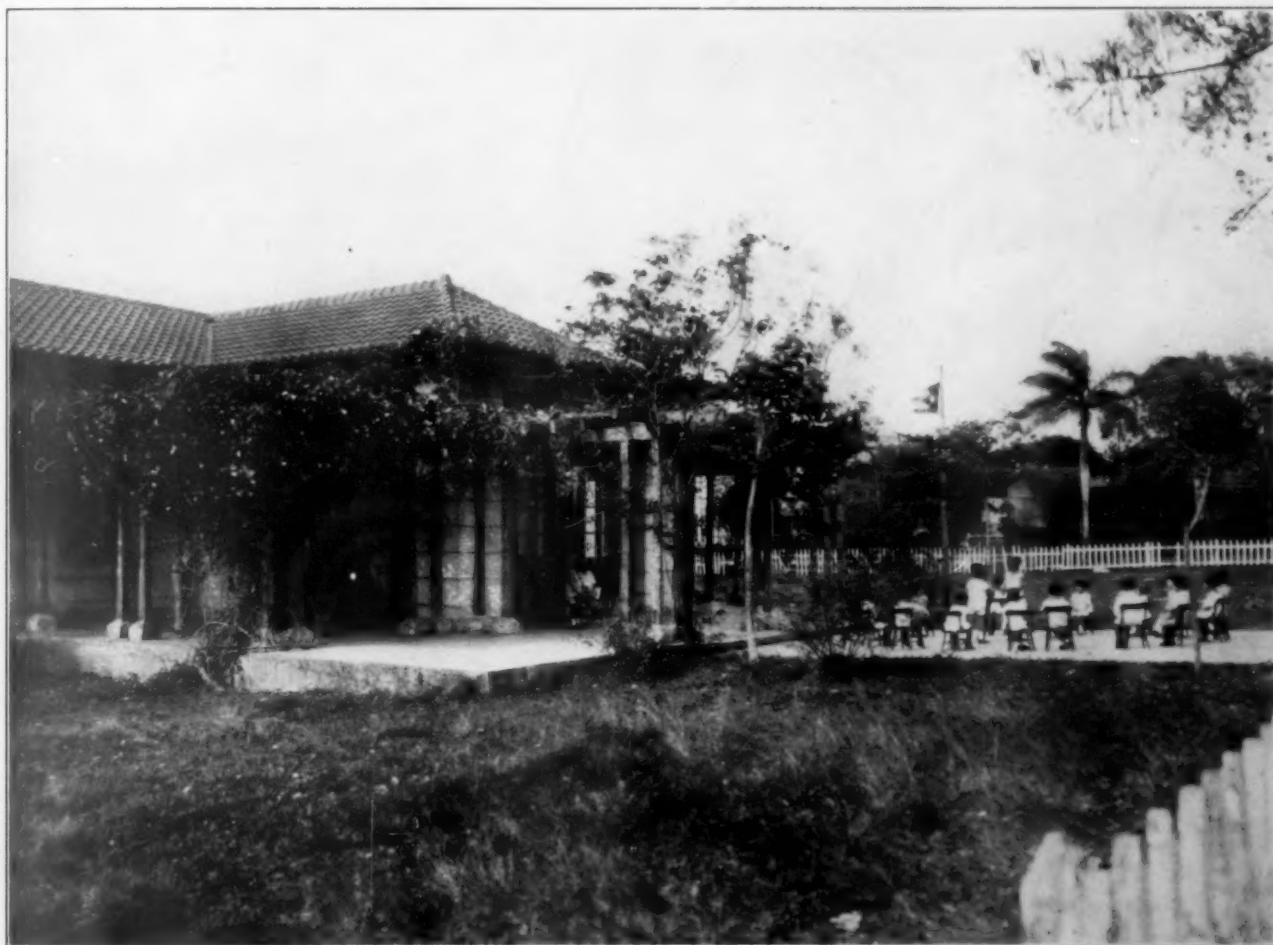


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OUTDOOR EXPERIENCES CHARACTERIZE CUBAN KINDERGARTENS

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SCHOOL LIFE

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VOL. XIII

WASHINGTON, D. C., MARCH, 1928

No. 7

Unification of Secondary Education the Outstanding Need

Secondary Schools of the United States in Process of Reorganization. Extraordinary Success in Reaching and Holding Large Proportion of Population Has Made Difficult the Realization of Other Aims. Great Diversity of Practice Has Arisen. Setting Up of Three Distinct Classes of Institutions to be Deplored. Common Administration of Secondary School Units Favorable to Continuous Curriculum

By EUSTACE E. WINDES

Assistant Professor of Secondary Education, University of Virginia

AN AUTOIST observing the arm signal of a driver in the traffic stream just ahead said to his companion, "What is he going to do now?" His companion replied, "It is perfectly clear. He will either go straight ahead, turn right, turn left, stop, or back up." The observable signals of secondary education practice in the United States at the present time are similarly clear. Based on observation, certain students of comparative education in the rôle of critic have charged that we have no directive purposes in secondary education; that in comparison with certain European systems of secondary education we are turning into colleges and upon society piling intellects having little desire for further learning and small capacity for self-direction when faced with learning tasks. To the latter charge we probably shall have to plead guilty. In fact, we pass the charge back and forth daily among ourselves. The senior high school charges the junior school with passing up to it an inferior product. The college criticizes the senior high school in the same way. Within the schools, teachers make the same assertions concerning the instruction of the next preceding grade or course.

Motivating Concept in Apparent Confusion

To the charge that we have no directive purposes, however, we make denial. The diligent seeker of relationships can cut through the apparent confusion of practice and find a motivating concept that

explains the turmoil. That concept is of the secondary school as a vital institution of a democratic social order—an order conceived as a dynamic force stimulating and cooperating with the individual in his efforts to secure the satisfactions of worthy living, that these efforts may result in powers and capacities and attitudes which will in turn so play upon the social order as to make it a more efficient, stimulating, and cooperating force. There is implicit in this concept a responsibility of the school to each individual as an individual. A responsibility to improve the social order, and itself as a creative rather than regulatory agency, is equally implicit. The school of a democratic state can never become static. It must be in continued transition.

Variant Practices are Easily Classified

Responsive to this concept, secondary schools of the United States are in process of reorganization. The variant practices of the present, moreover, are easily classified as gropings in an effort to realize these purposes:

1. To reach and enroll in secondary schools all children of secondary school age.
2. To give to individual pupils enrolled proper rates of progress in learning.
3. To secure for individual pupils enrolled desirable educational outcomes.
4. To provide and use efficiently the means for accomplishing the three preceding purposes.

These purposes, of themselves, are somewhat implicit in their suggestion of appropriate means. We are not lacking, however, in more specific statements of

purpose. It is necessary only to mention the formulations of the Kingsley committee; those of Koos, of Bobbitt, and of various curriculum committees of recent years.

Difficulties Growing Out of Success

Our outstanding achievement to date must be recorded as that of extending secondary education to a larger percentage of the population of secondary school age. We have, in a generation, reduced the degree of selection from the potential secondary school population from a ratio of approximately one in ten to a near approach to a ratio of one in two. This has been accomplished both through reaching a higher percentage of the potential secondary school population, and through holding those reached a longer period of time.

Our remarkable success in this direction has made our realization of the other named purposes exceedingly difficult. It has resulted in a broadened range of inherent ability to learn in the secondary pupil population, a broadened range of learning status at entrance, and a broadened range of appropriate specific purposes in life for which individuals should be educated. The broadening of range of ability and of learning status has come about largely through accretions to the low ends of the ranges of the distributions with a consequent lowering of the central tendencies of the distributions.

To maintain standards of accomplishment, provide for suitable progress in learning by individuals, and for appropriate special learnings under these conditions has proved to be no easy task.

Publication sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson, chairman.

In part the difficulties are those inherent to discovery of effective educational means even though the ends be clearly defined. In part the difficulties arise from controls in the forms of arbitrary standards imposed in good faith at an earlier day when a philosophic guess was all that was possible. In part they arise because men become enamored of institutions rather than institutional products.

Collectively, these difficulties have bred a diversity of practice that is making secondary education of to-day needlessly inefficient, and justifying, in some measure at least, the phrase heard not infrequently, "Conspiracy in educational retardation." Before we make substantial progress toward those aims concerned with quality of educational products and efficiency of process, we must cut through the present turmoil to unity in at least three important aspects which are here discussed in order.

A Unit Secondary School

We have agreed that our task calls for an extended secondary school. We are engaged in extending the secondary school downward, horizontally, and upward. Unfortunately we have proceeded through setting up three distinct institutions, i. e., the segregated junior high school, the segregated senior high school, and the segregated junior college. We have insisted upon separate administration of these institutions and a fixed number of years during which the pupil shall be subject to each. Each administration is suspicious of the good judgment of the other. Each higher school attempts to fix the conditions of instruction in the next lower. Each lower school resists attempts to dictate. As we apportion different levels of secondary education to special instructions, we break the continuity of learning. We duplicate machinery; we duplicate instruction. We set the stage for sacrificing pupils and the social order in the interest of special institutions. We divide our house against itself, and slow down the process of transition toward an institution which can function efficiently.

Segregated Schools Have Retarded Progress

Insistence upon segregated schools at the different levels of secondary education and application of a time-serving 6-3-3-2 formula has materially slowed down the reorganization movement in secondary education. The movement has made little progress in the South because of the belief that if the 6-3-3 formula could not be applied the 7-4 formula might as well be retained. In other geographic regions, prior to the past four years, the dictum that a junior high school must be a segregated school confined the movement to-

ward an extended period of secondary education largely to cities of over 100,000 population. During the past four years, however, the smaller school communities have begun to establish joint junior-senior schools and undivided 5 and 6 year schools, with good results.

The movement has spread until the joint and undivided types of extended secondary schools outnumber the segregated schools by approximately 2 to 1. It is a movement toward unity that is well considered. When we can similarly break down the barriers between senior high school and junior college, we shall have a situation which will make possible the earlier and essential purposes of an extended secondary education period. These purposes were: Earlier introduction to secondary education providing a better kind of education for the years of early adolescence; improvement of the quality of secondary education; and earlier termination of preparatory education in the interest of earlier entrance of youth upon productive employment or professional and technical education.

Continuous Secondary School Curriculum

With common administration of secondary school units a continuous curriculum providing real sequences in subject matter becomes a possibility. The facts of duplication of subject matter at the various levels of secondary education are well known. So long as each institution mixes general and special education, permits pupils to begin special education at the secondary education level served by it, and assumes that instruction in the special field at the preceding level is worthless, duplication must continue. Subject matter sequences which challenge pupil power and promote further learning become an impossibility. This condition is primarily responsible for pupil loss of will to learn, and the fact that our pupil product lacks intellectual power.

The learning retardation and effect on pupil attitude toward learning tasks resulting from this situation are serious. Of recent years the situation has become more serious because of the tremendous overlapping in individual courses within each institution, which is a resultant of the multiplication of special courses of ill-defined content, and efforts at curriculum construction which appear to assume that any body of subject matter which has been made systematic becomes academic, formal, and undesirable as a means of education of adolescents.

The combined effect of special institutions, multiplications of courses, and abandonment of subject divisions of knowledge is resulting in a teaching proc-

ess that is becoming more and more concerned with items of experience and rarely reaches the point of organization of experience. Essentially we appear to be failing to extend secondary education downward or upward or in any direction. We appear to be extending elementary education to undreamed of proportions. We need to find unity in secondary school curricula.

Outright State Support of Secondary Schools

The tremendous popularity of secondary education, its extended scope, its growing complexity and consequent mounting costs demand outright State support of secondary schools.

Secondary schools vary not only because of lack of agreement upon appropriate means of instruction but because their administration is of necessity a compromise between theory and possible practices as conditioned by financial support. So long as the lower levels of secondary education are conditioned by the ability and willingness of local communities to contribute funds, those communities which provide liberally and maintain comparatively superior schools must continue to pay the price of pupil retardation when their pupils are mingled at the higher levels with those from poorly supported and inefficient institutions.

There is reason, also, for the expressed fear of thoughtful men that we can not as a Nation support a system of universal secondary education if we hold to our present system of financial support. Tremendous as maintenance costs must become as we further extend secondary education, we conceivably could pay the direct costs of maintenance. The direct costs of maintenance, however, are not the principal costs. The costs that we shall probably discover we can not sustain are the costs to the social order arising from continually holding out of productive employment higher and higher percentages of youth of ages 14 to 20.

Equalization Formulae Fail to Equalize

We recognize clearly the duty of the State to equalize the burden of school support and to enforce standards which presumably guarantee a certain minimum quality of instruction. For these purposes we evolve complicated equalization formulae and provide subventions for special educational activities. Our formulae always fail to equalize and our subventions frequently provoke a spread of local resources over such a range of activities that all are ineffective. With peculiar stubbornness, however, we refuse to adopt the obviously desirable principle of outright State support.

If the secondary school can shorten the period of preparatory training through

unified administration, continuous curricula that provide real learning sequences and comparable quality of instruction in individual schools made possible through adequate financial support from the State, direct compensation for extension of secondary education to higher percentages of the population will have been provided. If these achievements maintain present-time requirements of secondary education, or even extend those requirements, the burden can be borne, provided more real learning is secured in a given period of time and provided that learning is an asset to individuals in producing goods of worth. In either case we can continue our program in confidence.



Fifth Celebration of Child Health Day

May Day, or Child Health Day, will be celebrated for the fifth season this year. Like "clean-up" day and other such annual occasions it offers a poor substitute for all-the-year-round efforts for child welfare, but it is far better than no recognition of this subject, and it leads in time to more thorough-going work.

Thirty-three national agencies have cooperated in securing the appropriate celebration of the day, and the report of the American Child Health Association, which originated the idea, states that the day was celebrated last year in every State and in Hawaii.

Though not confined to children of school age, in many cities and in rural regions its celebration brought with it the physical examination of all children in the public schools.

The American Child Health Association has issued a May Day Festival book containing suggestions for appropriate pageants and programs, and it has also published attractive posters for the occasion.—James F. Rogers, M. D.



Foreign Mothers Taught in Their Own Homes

Provision for instruction in English in their own homes for foreign mothers has been made by the board of education of Pittsburgh, Pa. Groups will be formed to meet in different homes, and short lessons will be given once a week by specially trained teachers. Books and working materials will be furnished by the board of education. Every effort will be made to acquaint the women with educational and welfare facilities of the city, community houses, libraries, health clinics in hospitals, mothers' meetings in schools, and other community agencies.

Purposes of the Conference on Rural Teacher Training

Adequate Preparation of Teachers for the Specific Task of Teaching in Rural Communities and Placement of Teachers Which Will Take into Account the Training They Have Received are Problems that Press for Recognition

By JNO. J. TIGERT

United States Commissioner of Education

THERE are from time to time certain problems which are vital to the progress of education but which are either entirely neglected or interest in them is momentary and sporadic. It has been the practice of the United States Bureau of Education to call attention to such problems and to sponsor a concerted and scientific attack upon them. After this has been achieved the activity is as far as possible turned over to interested groups to be conducted on their own responsibility.

One of the problems pressing for recognition is that of adequately preparing teachers for the specific task of teaching in rural communities and of effecting a placement of the teachers trained which will take into account the specific type of training they have received. In the maladjustment between the teachers' training and the positions they eventually fill the rural schools have undoubtedly suffered most. It is for the purpose of finding a better adjustment between the various phases of teacher training and teacher placement that this conference has been called. Many related problems are of necessity involved. The following are probably the most important:

(1) State-wide knowledge of the number of teaching positions for which special preparation is needed.

(2) Kind of courses or curricula to be given in agreement with the work of such positions.

(3) Knowledge of the number of annual replacements in the several types of

positions to be used as a basis for the establishment of facilities which will insure a sufficient number of trained teachers for each type and avoid a surplus in any one.

(4) Guidance within teacher-training institutions in the selection of curricula by students. Giving consideration to individual preferences and abilities and to the necessity of harmonizing the enrollment in specialized curricula with the forecast of the State's need as revealed by the studies of necessary replacements, and thus insuring that when courses are completed there will be enough trained persons available for the positions and enough positions of the types for which persons are trained.

(5) Intelligent plans for placement of the trained personnel to avoid placing persons who have been trained for a certain type of work in positions which need another type of training.

(6) Follow-up work from teacher-preparing institutions such as will enable the institution to keep in touch with the success and failure of its graduates and to consider these practical results in the revision of courses, methods, organization, etc.

(7) A State program for systematic in-service training involving intelligent cooperation of administrators, supervisors, teachers, and teacher-training institutions.

With these neglected but important phases of training, selection, placement, and maintenance of an adequate staff of teachers for rural schools this conference is concerned. We can not have better schools until they are staffed with better teachers, and we can not have better teachers until we improve our processes and techniques of training them.

Abstract of address. The conference on the professional preparation of teachers for rural schools was called by the Commissioner of Education to be held at Hotel Lenox, Boston Mass., February 25, 1928. A report of the proceedings and abstracts of some of the papers read will be printed in the April number of *School Life*.

Counselors Encourage Further School Attendance

A thousand girls were placed in positions last year through the agency of the girls' continuation school of Newark, N. J.; in Trenton 150 were placed; and other schools had correspondingly good records, according to a report of the State director

of continuation schools. During the year 418 boys and girls were induced to return to regular schools to complete their courses. In the past seven years continuation schools in the State have been instrumental in returning 3,007 minors to all-day schools, and numbers of other children have been influenced to continue their education in evening schools.

Schools and Museums Working Jointly for Visual Education

Two National Organizations Representing the Schools and the Museums Respectively are Promoting Relations. Instruction is Given to Classes at the Museum, and Illustrative Material is Supplied to Aid Regular Work of Classroom. No Duplication of Effort in Two Types of Service. More Small Museums are Needed

By LAURENCE VAIL COLEMAN

Director, The American Association of Museums

THE IMPORTANCE of visual material in the classroom is well recognized. The rôle which museums play as custodians of objects which can be used as tools for the teacher has been demonstrated. However, all that is known is not applied and all that has been shown is not adopted widely. A recent estimate indicates that less than 2 per cent of the school children in this country are under the direct influence of museum collections. It should be encouraging, therefore, to observe that two national organizations, representing respectively the schools and the museums, have addressed themselves to the task of promoting school-museum relations.

True Technique Involved in Cooperation

What is the nature of the contact between the school and museum? Is it one of cooperation of ill-defined character, or does it involve a true technique? Emphatically the latter.

The work is carried on along two lines: First, instruction of classes at the museum to give the children opportunity to

broaden their experience beyond the horizon of the classroom, the home, and the street; and second, lending of illustrative material to the school in order to provide the teacher with objects of her own selection for use as aids in the regular work of the classroom.

Museum Instruction Supplements Schoolroom Teaching

Instruction at the museum, which supplements but does not duplicate classroom teaching, is scheduled for regular hours, and efforts are made to carry out a sequence of thought even though the visits of any one class are at long intervals. At a museum hour the instructor first leads the children in a free discussion of selected museum material or tells a story about the objects. In this way the children get some understanding of the subject in hand, and then the group breaks up and the boys and girls indulge in museum games. These consist of efforts to answer questions by inspecting exhibits and reading labels. The questions are offered singly or in groups, by word of mouth or in print according to

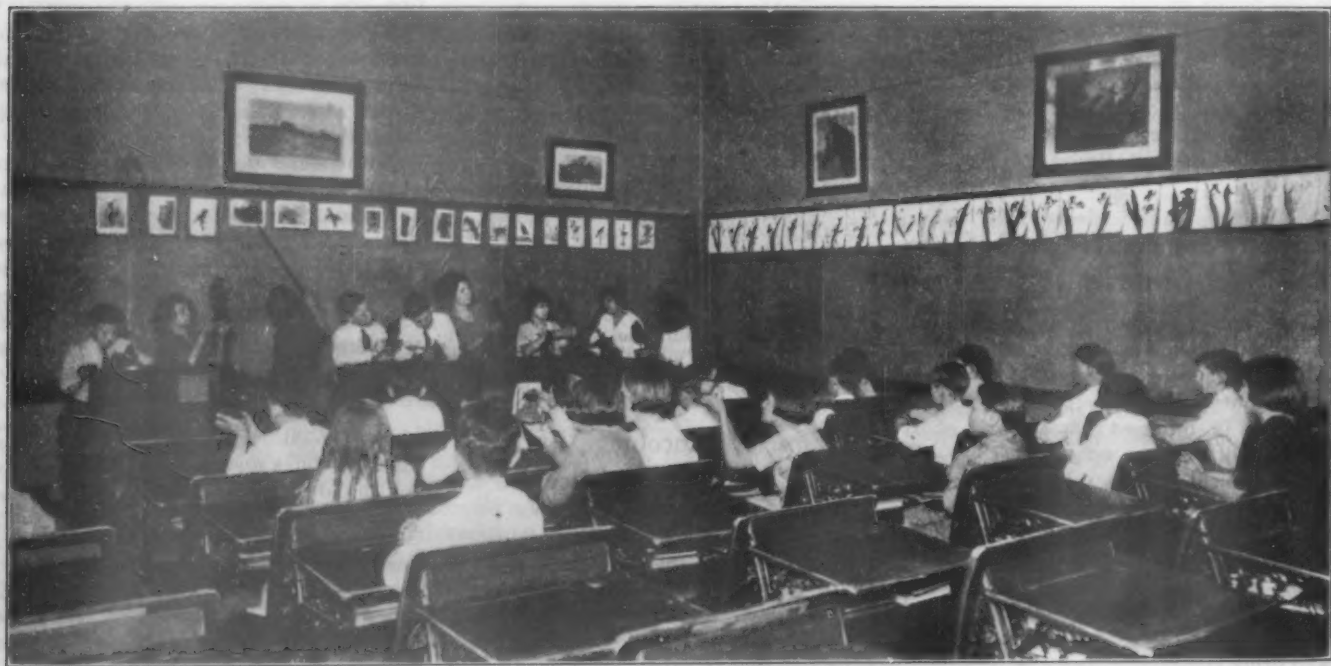
the age of the children. This combination of methods, simple and uncalculated as it may appear, embodies the fundamentals of good instruction. It combines observation and reasoning in the discussion with expression in the games.

In some instances this work at the museum is administered under a plan by which teachers in school service are assigned to the museum where they work under the immediate direction of museum authorities.

In order to sustain the interest of children who have been reached through museum hours, it is the practice in many museums to have study-clubs, hobby-clubs, classes, or other forms of periodic group activity.

Illustrative Material for Classroom Use

Lending of illustrative material—the second school service—is regarded as an extremely important museum activity, and the soundness of it is evidenced by the fact that school departments in several cities, notably St. Louis, have organized school museums of their own to discharge this one function.



Museum collections in the classroom bring the world to the children

The educational museum of the St. Louis public schools is characterized as a "museum on wheels." Its exhibits consist of a complete set of the objects available for lending; they form a sort of visual catalogue. There is also a printed catalogue from which any teacher in St. Louis may order by number—perhaps

The above-mentioned efforts of national organizations to develop school-museum relations are being focused first upon the lending of material. Both the National Education Association and the American Association of Museums have adopted a statement of principles drawn up by their joint committee.¹ This declaration indi-

their students in the use of materials, and that schools give adequate support and aid to museums in selecting material, caring for it, and making it accessible to classrooms.

Having secured an agreement on principles, the committee has now undertaken actively to develop the use of lending collections. It recommends to its two organizations that there be appointed a commission consisting of representatives of the universities, colleges, and schools and of representatives of art, science, and history museums whose duty it shall be to gather information as to where material for visual education can be obtained, and also to furnish material to schools in places in which there are no museums. The initial problem is to find ways of financing the commission so that a secretary may be employed to carry out the program.

Most Useful Kinds of Visual Material

In order to make clear its meaning, the committee has prepared the following list of the kinds of visual material which it considers to be most useful:

1. Actual objects, such as mammals, birds, insects, specimens of sea life, food products, tree products, materials for clothing, materials for shelter, raw materials in the different stages of manufacture, etc., actual specimens from the fields of biology, geology, botany, anthropology, and the other various branches of science.

2. Lists of available educational films and slides showing growing and moving

¹ Bailey, Henry Turner. Report of joint committee on school-museum relations. Proceedings of the sixty-fifth annual meeting of the National Education Association. Vol. 65, 1927, 239-242.



St. Louis children study Indian life with museum specimens

after having familiarized herself with the material by inspection of the exhibits. Orders are given on blanks which are collected by representatives of the museum. They are filled by the shipping department of the museum and objects are delivered by auto truck. The driver, when calling, delivers material for the current week, takes up orders for the coming week, and collects used material of the week before. Hundreds of thousands of objects are circulated in this way each year.

This same function is discharged in many other cities by local public museums which have lending collections of carefully selected objects suitable for the classroom and devoted exclusively to school use. Museums of art, science, and history carry on this work.

Specific Purpose for Each Service

It will be noted that the two types of school service, namely, instruction at the museum and lending to the classroom, represent no duplication of effort. Each has a specific purpose which can not be served by the other. The first gives the children insight into subjects which would not otherwise come within the ken of childhood; it initiates experience. The second makes the regular work of the classroom more impressive.

cates what the schools should do to bring the children in touch with the greatest of all museums, the out-of-doors, and to supplement their study in the open by the use of museum objects and pictorial illustrations. It also recommended that normal schools and teachers colleges train



Classes from Buffalo schools play museum games

things and industrial processes; in short, the activities of nature and men.

3. Facsimile reproductions of historical documents, pictures, and objects in the historical museums of the country, of special value in the teaching of American history and literature.

4. Reproductions in color of the finest pictures, textiles, and other decorative material in American museums.

5. Photographs and reproductions in color of objects in natural history museums having unusual cultural values.

6. Reprints of illustrations in black and white and color from the best work of artists, modern and ancient.

7. Photographs of the finest sculpture, the finest architecture, and the finest handicraft produced in the United States and in other countries.

8. Reproductions in color of the finest mural decorations in American buildings and elsewhere.



New York teachers may borrow museum groups or single objects

9. Illustrations of the finest products of American industry.

10. Pamphlets made up of sample pages of the finest work of American designers and printers.

11. Illustrated pamphlets descriptive of the scenery, institutions, occupations, and resources of cities and countries, such as are published by boards of trade.

The chairman of the joint committee, representing schools, is Henry Turner Bailey, director of the Cleveland School of Art, and his associate chairman, representing museums, is Carl G. Rathmann, director of the educational museum of the St. Louis public schools.

Of course, full realization of the committee's ideals must await the growth of museums in number and effectiveness. Such development will depend in large part upon what is done about, first, small museums; second, county museums; and third, branch museums. Small museums

already exist in great number and recent years have witnessed the creation of new ones at accelerating pace. So marked has this activity been that the American Association of Museums embarked recently upon a program of effort in behalf of these little institutions whose progress will affect markedly the future of visual education in small towns. County museums are scarcely known to-day, but they are beginning to put in appearance and there is reason to believe, partly in the light of library experience, that they will ultimately take up the burden of service for the rural schools. Branch museums are also things of the future, but here again trends lead one to think that museums in the larger cities will take this means of extending their influence into the ramifications of urban life.

In the last analysis, however, museums can not create adequate school service by their own unaided efforts. They will

of teachers lack knowledge of subject matter and understanding of method, and also that adequate supervision is not provided by the schools.² Nature study is usually left to the initiative of the teacher; there is little real incentive to give it attention, although sympathy with the work is very general. The primary reason for this state of things seems to be that public opinion—and therefore the sentiment of school patrons—has little understanding as to just what nature study is or is good for. The work has not been adequately popularized, and, further, it has not received sufficient study from the pedagogic viewpoint to reveal values which would force it to the sympathetic attention of teacher-training institutions. Plainly, all who are interested in the development of the work should devote themselves to the creation of the requisite public understanding and sympathy.

However, without waiting upon progress in this direction, a second line of effort may be urged. This is research in the teaching of natural history with a view to finding its basic values and to defining clearly its place in the curriculum, effective methods of presenting it, and administrative procedure by which it may best be carried forward. This is work for the educators, and it should lead to the preparation of a generally acceptable course of study. There need be little doubt that outdoor work would find an important place in any such well-considered scheme, and that museum service would be recognized as an essential element.

In conjunction with and following such research there should be well-fortified attempts, perhaps through the instrumentality of State bodies, to place in the hands of teachers condensed or carefully selected statements of subject matter, suggestions as to class procedure and information which would enable them to find illustrative material. The effectiveness of such leadership, even in the face of the present indifference, has been shown by results which the State college of agriculture has achieved in New York through regular contacts with teachers.

It would seem that the immediate approach to whatever share museums may have in this situation, so far as specific activity can be added to general effort, may be embodied in the program which has been developed by the aforementioned joint committee of the associations which represent school and museum interests.

Teachers Lack Knowledge of Subject Matter

The status of natural science is somewhat more encouraging but not altogether satisfying. Nature study is carried on in the elementary schools in very casual fashion. From the report of a recent survey it is plain that a great majority

² Nature Education in Elementary Schools. A partial report of a committee working on nature education under the auspices of the American Nature Association and the direction of E. L. Palmer, of Cornell University. Washington, D. C., Bulletin 18, the American Nature Association, January, 1926, 20 pp.

Organization and Plan of the Land-Grant College Survey

Comprehensive Study of All the Activities of the 69 Institutions is in Progress. Active Work Done Largely by Members of College Faculties. Earnest Attention to Character of Instruction. Promotion of Student Welfare Especially Studied

By JOHN H. McNEELY

Assistant to Director Land-Grant College Survey

RUNNING the entire gamut of the activities of the 69 land-grant colleges in the United States, including every problem of administration and type of education to the vocations adopted in life by the students after graduation, the survey of these institutions now being conducted by the Bureau of Education of the Interior Department bids fair to be one of the largest of its character ever undertaken in the history of the country.

The work of the survey, which is being performed chiefly by leading members of the faculties of the land-grant colleges themselves has been organized into six general divisions. These include overhead problems, resident subcollegiate instruction, resident undergraduate instruction, research, adult education, and student relations and welfare.

In the inquiry into the overhead problems, every phase of the general administration and organization of the different institutions will be studied. Among these subjects are the constitution, powers, and relationships of the State governing boards; the process of securing State funds for their support and other fiscal relations; the social, economic, and educational benefits derived by the State and its people from the institutions; the duties and activities of the president's office; the organization of the major divisions and subdivisions; the internal financial methods of control including budget making; the physical plants, relating to the construction of buildings and equipment to conduct the educational services; and the duties and functions of the registrar's office. The libraries in each of the colleges, comprising all matters of their control, management, and services in the different educational fields are also under this division.

Character of Subcollegiate Work

The study of resident subcollegiate work of the institutions includes the methods of administrative control over the department devoted to subcollegiate education, the duties of the director of this branch, the housing and equipment provided for the proper conduct of the work, whether the registration of students

enrolled in subcollegiate classes is handled by the institutional registrar or other agencies, library facilities, and the types of education that are offered to students pursuing courses below the college level.

The most important features of the survey deal with the resident undergraduate and graduate work which is being studied in great detail. In addition to collecting complete information upon external and internal overhead administration of these branches, including the duties and activities of the deans or directors of each of the departments, special emphasis is placed on a complete inquiry into subject-matter fields, such as undergraduate and graduate agriculture, engineering, home economics, teacher training, arts and sciences, commerce and business, military training, and professional veterinary medicine. Research and graduate study in all these fields, including the experiment stations, farms, laboratories, and facilities for this type of work, is also the subject of an exhaustive study.

Services Rendered through Extension Activities

The services which the various land-grant colleges are rendering outside their institutions through extension and adult education comprise another important phase of the survey. Collection of data is being made on organization provided for this work, which is partially financed by the Federal Government through the Smith-Lever Act; the plants provided and the facilities available; the number of the staff employed, the accomplishments in the specific fields, including agriculture, engineering and industry, visual instruction, community and club services, commerce and business and other types of education.

The promotion of student welfare by the institutions makes up the final general division of the survey organization. The questions to be examined in this connection include the staff employed to promote student welfare; student organizations, including fraternities; physical welfare of the students, including athletics; mental hygiene; orientation of new students; housing and feeding; self-help; scholarships and fellowships, loan funds; student discipline; prizes and other inducements to high scholarship; care of

deficient and backward students; occupational guidance; placement services; student unions; and alumni relationships. A questionnaire has been prepared which is to be sent to graduates and former students of the land-grant colleges for the purpose of ascertaining the lines of business which they have entered since leaving college and the use they have made of the education they obtained in college.

The land-grant college survey was inaugurated by the Bureau of Education on July 1, 1927, as a result of an appropriation of \$117,000 made by Congress for this purpose, and is to extend over a period of two years.



International Pedagogical Congress in Berlin

The International Union of Teachers' Associations will be inaugurated in Berlin about the middle of April. This international union, in contrast to other international organizations, is entirely neutral in politics and religion. It has set for itself the task of promoting peaceful cooperation among the nations through the spread of the common school and the improvement of public education. As a feature of this inauguration a pedagogical congress will meet at Berlin April 12 to 17, 1928, to which the school authorities of all civilized States, the school authorities of communities, and the teaching staff of all countries are invited.

The German Reich, the State of Prussia, and the city of Berlin are strongly supporting this congress. The congress will offer a series of lectures on common schools, on the status of pedagogical science, and on other questions which relate especially to public education. Outstanding men and women who enjoy great respect not only in the pedagogical world but also in the general public life of Germany have been obtained for these lectures.

Among the honorary members are Doctor Becker, Minister of Science, Art, and Instruction; Mr. Boss, mayor of the city of Berlin; Mr. Loebe, president of the Reichstag; and Doctor Stresemann, Minister of Foreign Affairs. Doctor Becker will be the presiding officer.

The work of school classes will be offered for inspection in order that an insight may be gained into the practical work in the German schools. Typical school organizations and social and political organizations of the city of Berlin will be inspected. A great "school and instructional-appliance exhibit" will complete the review of the status of common school affairs and school organization.—*Tschentscher, chairman of the management of the pedagogical congress.*

Kindergartens are Developing Satisfactorily in Cuba

Christmas Traditions of the North Accepted in Tropical Cuba. Children Display Patriotic Enthusiasm in Songs. Unification of Kindergarten and Primary Work Desired by the National Director

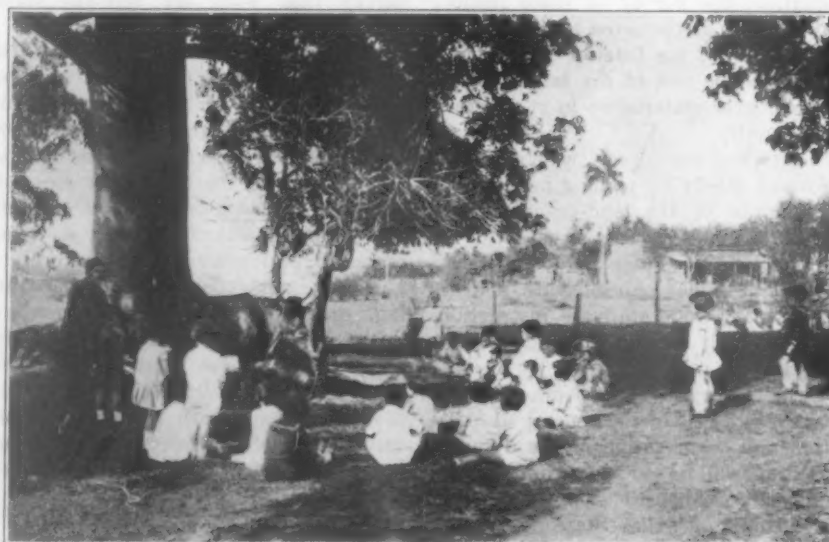
By MARY DABNEY DAVIS

Specialist in Nursery-Kindergarten-Primary Education, Bureau of Education

A COURTYARD with growing plants, window frames from floor to ceiling protected by ornamental iron grills but with no windows to exclude the air, cool tiled floors, 40 active children working under the supervision of 2 teachers—this is typical of Cuba's 285 kindergartens.

Christmas preparations were under way when delegates to the Fifth Pan American Child Congress visited the kindergartens. A great Christmas tree was pictured on the floor of one kindergarten with large green sticks. On the wall of another kindergarten a poster of children dancing around a decorated evergreen tree and another of Santa Claus and his reindeer showed how the northern traditions have been accepted for Christmas celebration in the southern countries. Games followed the handwork period. The children guided an original dancing game themselves, played several of the organized hiding and finding games, such as the "Bell ringer" and "Magic music," and then, for the visitors' benefit, they sang the Cuban national songs. They sang both the one written to celebrate Cuban liberty and the present national anthem. Such patriotic enthusiasm as the young kindergarten children displayed should surely produce a race of staunch supporters of the Cuban Government.

In this, as in other kindergartens visited, there was a delightfully informal atmosphere. The children worked independently and assumed responsibility in caring for their play materials.



First-hand contact with nature is the basis of language instruction

Two major problems are faced by the kindergarten teachers and the kindergarten supervisor in Cuba. The first of these is a matter of school buildings; the rooms available are too small for housing

several cities and Provinces and holds local and divisional meetings of teachers. In addition, Senorita Fernandez edits a professional magazine, the *Monthly Review of the National Kindergarten Association*, a magazine devoted to the advancement of interest in kindergarten education and to the improvement of methods and materials of teaching. This magazine is the official journal of the National Kindergarten Association, an organization which brings together students in the normal kindergarten training school, teachers in the public kindergartens, and all persons interested in the education of young children in Cuba.

Primary Teachers Invited to Join

The association issues an invitation to the teachers of primary grades to join their interest in educational methods of teaching with that of the kindergartners, and one of the future goals of the association is to help effect a unification of the kindergarten and early elementary-grade work. Substantial growth has brought the membership to 300, an assurance of the association's future success. The annual program directs and orients the



The National Kindergarten Association before the statue of Luz y Cabellero

professional efforts of the members of the association through lectures and discussions. The meetings also include a social hour, and at least once a year a fine excursion to some national or historical point of interest is planned.

For the progress in kindergarten education throughout Cuba Senorita Fernandez de los Rios is largely responsible, and great appreciation for her work is expressed by Dr. Ramino Guerra, superintendent of public instruction. A warm invitation has been extended to Senorita Fernandez and to the Cuban National Kindergarten Association to attend and to send delegates to the meeting of the International Kindergarten Union which will be held in Grand Rapids, Mich., in the month of April. Visits by professional people in other countries, as with those in the widely separated cities within our own country, broaden our vision and our sympathies and open lines of cooperative work of value to both educators and children.



Complete Accord Between Home and School

During the first 10 weeks of the present school year each elementary building of Evansville, Ind., has had practically 100 per cent visitation by parents. It is evident that the parents in this city of 125,000 inhabitants better understand modern school methods and that they know and appreciate the teachers who are so very important in the lives of their children.

Superintendent John O. Chewning, the principals, and teachers deserve the credit for this achievement. The teachers sent out the welcome, and in cases of definite inability of parents to visit the school the teacher visited the home.

The following extract from the Public Schools Bulletin is an expression of an elementary principal's attitude:

"What a change! What a change! If memory serves correctly, time was when teachers and parents were unacquainted and often suspicious of each other. Figuratively speaking, the schools were locked against the parent. Often, however, a belligerent patron would 'crash the gate' and bring confusion and turmoil to the school. Once in a great while, too, some great soul would find the gates ajar and would steal into the building and into the teachers' hearts almost unaware."

The change is attributed to a different attitude on the part of the teacher, friendly feelings brought about by the parent-teacher clubs, and the advent of a younger generation of parents who are determined to keep up pleasant relationships which they themselves formed in school.—Homer L. Humke.

Czechoslovakian Law Requires the Maintenance of Libraries

Every Community Must Employ a Librarian and Must Provide Suitable Quarters and a Subvention for a Library. Large Cities Must Maintain Public Libraries of Musical Compositions. State Pays One-Tenth of the Cost

By EMANUEL V. LIPPERT
Prague, Czechoslovakia

SINCE LONG AGO in Czechoslovakia all cultural associations used to establish their own libraries and greater towns used to found public libraries. In the year 1919 a law was passed in the Czechoslovak Parliament of such kind that was passed up to that time in no other State.

The law ordered that all communities are obliged to maintain public libraries. Every town having 10,000 inhabitants must appoint a special officer—a librarian. This officer must have passed a full secondary-school and one-year course for librarians. In smaller communities a teacher, who acquired the librarian's technique in a monthly course for librarians, is appointed in most cases as librarian. For librarians in small parishes the Ministry of Education sends a practical handbook on administering small libraries. Instructors of the ministry perform the inspection of all libraries. A fifth of all books in every library must have instructive content. Greater towns are obliged to open a reading room of journals at the library. The greatest towns must have a local public library of musical compositions too.

Special Libraries for National Minorities

The law on the public libraries has a great importance for education of nationality minorities. According to the law, national minorities, numbering in a community 200 persons at least, have the right to establish a special public local minority library or a special department of the local public library.

Every library is managed by a library council that is composed of persons of the same nationality for which the library was established.

In Czechoslovak Republic, especially in Bohemia, Moravia, and Silesia, only a small number of illiterates was found, therefore the public libraries were spreading very quickly. In many communities the former libraries of associations were changed into public libraries. The community must now secure for its library quarters, fuel, lighting, and a subvention according to the number of inhabitants.

In the year 1920, 3,400 public libraries had 1,650,000 books; in the year 1926, 16,200 public libraries had more than 5,000,000 books. The expenses for libraries were 15,000,000 kroner. In Bohemia, Moravia, and Silesia only 6 per cent of all communities have not yet their own library. One library is on average for 894 inhabitants, 44 books are for 100 inhabitants, 7.1 per cent of all inhabitants are constant readers, and 1 reader had borrowed on average 18.3 books.

The communities must pay about 90 per cent of all expenses; the State pays 10 per cent. The State presented to communities for their libraries nearly 50,000 books. Of all expenses a fourth is necessary for salaries of librarians and other employees. On average a community pays for every inhabitant 1.39 kroner yearly on the library. In Subcarpathian Russia 300 library reading rooms were organized having over 50,000 Russian books and papers.

Persian Minister Objects to Bible Teaching

A development disturbing to important foreign investments in Persia was the insistence of the Ministry of Education upon closer adherence by foreign schools to the curricula of similar Persian institutions. Particularly obnoxious, from the viewpoint of foreign missionary educators, is the demand that students be instructed in the Chariet or Islamic law, which contains a number of teachings repugnant to Christians. Equally important is the ministry's objection to the teaching of the Bible. Schools maintained by foreign mission boards in the United States or Europe naturally con-

tend that to omit Bible study from their school work would be untenable.

Prolonged negotiations having produced no result, the American school at Hamadan, sponsored by the Presbyterian Board of Foreign Missions of the United States of America, closed its doors early in December. All other foreign schools still functioned at the close of the year and it was hoped that some way would be found leading out of the impasse.

The budget of the Ministry of Education provides for six normal schools in provincial centers and for a number of new primary schools. They probably will be ready to receive pupils some time in 1928.—Orsen N. Nielsen, American consul, Teheran, Persia.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE
INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. Club rate: Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

MARCH, 1928

Advance in Civilization by a Primitive People

PRESERVATION of a race threatened with extermination has apparently been accomplished in Alaska. Gloomy stories of the condition of the Eskimos were brought back by Government officers whose duties carried them to that Territory in the last quarter of the nineteenth century. Threatened starvation of whole villages was described repeatedly. Whales, walrus, and seal on the coast; fish and aquatic birds on the streams; and wild caribou on the inland plains for generations afforded abundant food for the Eskimos. But the continuous activity of a large fleet of whaling vessels between 1850 and 1883 destroyed the whales in Alaskan waters or drove them far into the Arctic Ocean. Walrus, which were formerly numerous, were hunted relentlessly for the ivory that their tusks afforded, and they, too, approached extinction. Seal and sea lion became so scarce that it was difficult for the natives to procure skins to cover their boats, and the flesh was so rare as to be considered a luxury. American canneries took possession of the streams, and the salmon which the natives had been accustomed to utilize for their winter's food were shipped out of Alaska by the million cans. Caribou were driven into inaccessible regions and lost as a source of food and raiment after they were hunted with breech-loading firearms instead of bows and arrows.

To make matters infinitely worse, rum and disease brought into the Territory by conscienceless whalers and traders undermined the health and the energy of the natives to an alarming extent.

Instances of seasons destitution were frequently reported. On King Island in 1891 the people were reduced to a broth of seaweed and were obliged to eat their sled dogs to sustain life. They were saved from actual starvation by the timely arrival of the revenue cutter *Bear*. A few years before three villages on St. Lawrence Island were practically wiped out, and when the revenue cutter visited the island putrefying corpses were found everywhere. In the winter of 1891-92

the people of Point Hope were without food and had to abandon their village and make their way to other villages, in some instances a hundred miles away, to keep from starving.

Such facts as these were well known to those who were acquainted with Alaskan conditions in the early days; and Capt. M. A. Healy and Lieut. J. C. Cantwell of the *Bear*, Dr. Sheldon Jackson, general agent of education for Alaska, Henry D. Woolfe, and others earnestly urged in official reports and in articles in the public press that action be taken to relieve the situation.

Charles H. Townsend, a naturalist of the United States Fish Commission who visited Alaska as a passenger on the revenue cutter *Corwin* in 1885, was apparently the first to propose that tame reindeer be purchased in Siberia and transported to Alaska. The suggestion finally bore fruit. How the plan was discussed between Doctor Jackson and Captain Healy; how it was presented to Dr. W. T. Harris, the Commissioner of Education, and met his enthusiastic approval; how a fund was raised by private subscription to initiate the enterprise; how a few deer were bought in Siberia and safely transported to Alaska; how Congress appropriated small sums with which 1,280 reindeer were imported between 1892 and 1902—all this has been frequently told.

The results that were predicted by the original advocates are now to be seen. Not less than a half million reindeer are thriving in Alaska; few of them are in the ownership of the Government; the majority are the property of the Eskimos; in some districts the number of Eskimo owners exceeds the number of Eskimo families; a very large proportion of the Eskimo population are either owners of deer or are otherwise interested in the industry; they are now essentially a pastoral people. The danger of widespread starvation has passed.

The problems now presented relate to the allotment of the pasture grounds and the methods of marketing the surplus meat. These are questions of practical administration and of business enterprise. Compared with the original problem of preserving a people from starvation they are of minor concern. It is a matter of extreme gratification that the Bureau of Education has been the instrument by which the improved condition of the Alaskan natives has been brought about.

"Teaching as a fine art" will be the keynote of the Eighth Annual Ohio State Educational Conference which the College of Education, Ohio State University, will conduct at Columbus on April 12, 13, and 14.

Southern Experience Shows Eleven- Year Course is Enough

Of the 844 secondary schools on the accredited southern list of the Association of Colleges and Secondary Schools of the Southern States in 1926, 53.1 per cent were built on a seven-grade elementary school and 46.9 per cent were built on an eight-grade elementary school. More than half the schools complete the high-school course in 11 years. A study, conducted by the secretary of the commission on secondary schools, covering six years, of the records in college of the graduates from the schools on the southern list brings this statement from Doctor Roemer: "There does not seem to be any appreciable difference between the efficiency of the seven and eight grade elementary school as measured by this process."

The table presented by the secretary in his report shows less than one-half of 1 per cent difference. One wonders why school boards continue to pay for an extra year or keep the children an extra year in school without additional advancement. One wonders why superintendents will advise this waste of money and of time. Here are nearly half a million high-school pupils succeeding under the 11-year system. It is no experiment. It has proven its worth by 30 to 40 years' trial.

While New England was trying out the nine-grade elementary school and all the North an eight-grade elementary school, the South built its system on a seven-year elementary school. The junior high school was put in chiefly to reorganize the advanced grammar grades, and bring the adolescent period within the high school.

Salt Lake City has recently changed from an 8-4 system to a 6-5 system and the superintendent reports favorable results and the approval of the people. There is not any one of the seven objectives that can not be realized in an 11-year system as readily as in a 12-year system. The commission on reorganization of secondary education did not commit itself to any set plan, but was dealing chiefly with the adolescent period. The report clearly states that many should go on to the senior high school from the eighth grade in the interest of "economy of time."

Do the pupils who come up from the three-year junior school to the tenth grade show any superiority over those who formerly were promoted from the same grades? Ask the senior principals. Then why waste the year and all that extra year's cost?—*High School Quarterly*, University of Georgia, Joseph S. Stewart, editor.

France Makes Beginning of Free Secondary Education

Expected to Lead Finally to Abolition of Fees in All Secondary Schools, but That End is Considered Far Away Because of Cost. Small Sum Involved in Present Measure. To Make Secondary Education Entirely Free Would Require 58,000,000 Francs

THE BUDGET for 1928, which has been adopted by the French Parliament, provides money for a first installment of free education in certain types of secondary schools, to begin on October 1 next. Although the sum voted for the last quarter of this year is only about £2,700 (333,000 francs), corresponding to an expenditure of about 1,000,000 francs in a full school year, the reform is potentially much more important than this slender provision would appear to indicate.

It establishes a principle which can be applied progressively to an increasing number of schools. In the view of M. Herriot, the present Minister of Education, it is calculated to lead in the end to the abolition of fees in all secondary schools, but that is clearly too costly a measure to come at present within "practical politics."

Designed to End an Anomaly

As is so often the case, this preliminary reform is not, in the first instance, the offspring of a theory or an ideal, but is designed to put an end to an anomaly which has grown up in the actual practice of education. The cause of the anomaly is the increasing tendency of elementary education to spread into fields formerly reserved for secondary education.

In many provincial towns there exist side by side a collège, or secondary school, and a higher elementary school (école primaire supérieure). The collège, of which the building is owned by the municipality though the educational administration is under State control, provides a full course of instruction leading up to the baccalauréat, the passing of which gives pupils the right to compete for entry into the universities. The école primaire supérieure is, as its name implies, an outgrowth of the elementary school. Pupils pass into it from about the age of 11, remaining until about the age of 15. During this period their education runs parallel with that of the collège, though pupils of the latter establishment continue their course until about the age of 17. In practice the pupils of both schools in many towns attend the same classes and are taught by the same teachers in the same building during the period in which the course of instruction is common to both.

There is a similar joint arrangement between the collèges and the écoles professionnelles (higher elementary schools giving a training for trades) in towns where the latter establishments exist. As the collège belongs to the secondary educational system proper, its pupils pay fees. Instruction in the higher elementary school, on the other hand, is free. There has arisen, therefore, the anomaly of "paying pupils" sitting in the same classes by the side of "non-paying pupils" to receive identical instruction.

The money voted in this year's budget will be used to abolish fees in these joint classes. It should be pointed out that, being restricted to this purpose, it does not make education at the collège free through the whole course up to the baccalauréat. In the final two classes, attended only by pupils of the collège itself, fees will for the present continue to be paid. The important fact remains that, so far as these institutions are concerned, secondary education is made free over a considerable period of the school career. The reform does not, of course, apply to the great lycées at all.

Reform Has Already Begun to Spread

Limited as it is at the beginning, there is a good deal of likelihood that the reform will spread. It is, indeed, already doing so. During the budget debates it was contemplated that it would be applicable to 56 collèges. Since then the number has grown to 77. Wherever a higher elementary school becomes attached to the collège of a small provincial town, the municipality will be entitled to ask that the new rule shall be put in force.

There is, however, a limit to the possibility of extension of the reform in this way. The multiplication of higher elementary schools is limited by the amount of money allocated in the budget for these institutions. On the other hand, it is evident that pressure will be put on the Ministry of Education to continue along the path which it has begun to tread. It will be argued that in insisting on fees for one part of the collège course while the rest is free the ministry has created a fresh anomaly. There is something illogical, also, in giving a measure of free secondary education to one town while denying it to

another merely because it has not a higher elementary school attached to its collège.

If the whole of secondary education were made free, the direct and immediate cost to the State would be 58,000,000 francs a year, the amount of the fees at present paid by the 155,000 boys and girls who attend secondary schools of every kind. In the present condition of French finance it is difficult to foresee the time when the treasury will be in a position to find such a large sum.

There is no doubt that, in the view of many public men and of administrators of the French educational system, the present reform is the beginning of a much larger one.—*London Times Educational Supplement.*

Recent Publications of the Bureau of Education

The following publications have been issued recently by the Bureau of Education of the Department of the Interior. Orders for them should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

State laws and regulations governing teachers' certificates. Katherine M. Cook. (Bulletin, 1927, No. 19.) 40 cents.

Statistics of teachers' colleges and normal schools, 1925-26. (Bulletin, 1927, No. 30.) 10 cents.

Statistics of private high schools and academies, 1925-26. (Bulletin, 1927, No. 31.) 10 cents.

Statistics of city school systems, 1925-26. (Bulletin, 1927, No. 32.) 30 cents.

Statistics of public high schools, 1925-26. (Bulletin, 1927, No. 33.) 10 cents.

Land-grant colleges, 1926. Walter J. Greenleaf. (Bulletin, 1927, No. 37.) 15 cents.

Record of current educational publications, July-September, 1927. (Bulletin, 1927, No. 38.)

Statistics of State school systems, 1925-26. (Bulletin, 1927, No. 39.) 40 cents.

Certain practices in city school administration. Walter S. Deffenbaugh. (City school leaflet, No. 29.) 5 cents.

Annual report of the Commissioner of Education for the fiscal year ended June 30, 1927. 10 cents.—*Mary S. Phillips.*

Eight Chilean teachers recently sent abroad by the Government for advanced study have entered universities in the United States. Other groups have gone to Switzerland, Belgium, and Germany.

Fresh-Air Rooms Bring Strength and Joy to Anemic Children

Experience of Chelsea, Mass., School Has Been Highly Satisfactory. Early Opposition of Parents and Children Entirely Overcome. Two Meals Daily are Served and Teachers and Pupils Prepare Them

By ENA G. MACNUTT
Williams School, Chelsea, Mass.

OUR fresh-air room is ideally located on the south corner of the building, with windows on two sides of the room that open like doors. The room is equipped with portable combination desks and chairs that can easily be moved about and long tables where our meals are served. Each child is furnished with a cot and Army blankets and an Eskimo suit for cold weather.

The first matter to be considered at the beginning of the school year is the selection of the class. The method which we have used for the past few years has proved to be the most satisfactory. First on our list are the children in whose families there are cases of tuberculosis (active cases are not admitted to the room) and any other children who may be recommended by the school nurse as especially needy.

At the beginning of the school year every child in the building is weighed and measured. A record of his height and weight is kept on his physical record card, also a record of his condition, whether overweight, normal, or underweight, and if underweight, the per cent underweight. Only those who are seriously underweight can be considered for the fresh-air room, as the class is limited to 24. From the underweight group the school physician, school nurse, and teacher select the most needy cases to make up the class. Upon entering the room, each child is given a physical examination by the school physician and all defects are noted on special cards printed for this purpose. These cards are kept on file for future reference and for correction of defects.

Health is the First Consideration

The health of the children is naturally the first consideration in this room, but in spite of the short time spent on academic work, the children seldom fail to be promoted and frequently have double promotions. A child who at the beginning of the year seems dull, listless, and stupid often proves to be a bright pupil when he has acquired a strong body.

For a number of years we had difficulty with children and parents who objected to their being placed in the fresh-air room. This was due largely to misunder-

standing and ignorance of our object, the parents feeling that it was a "charity." "I give my child plenty to eat at home," they would say. The children feared loss of promotion and disliked the idea of being placed in a special class. This difficulty has been overcome by making the rule that any child who is selected for the class *must* stay in the room for three weeks. By the end of three weeks, the child has almost invariably learned enough of the value of good health to wish to attain it, and has so enjoyed the friendly comradeship and the responsibility placed upon him that all objection is forgotten. Many of the stories written by the children later in the year show their change in attitude.

Preparation of Meals Helpful to Teacher

Contrary to the usual arrangement in such rooms, all meals are prepared and served by the pupils and the teacher. While this doubles the work of the teacher and shortens the time for academic work, it has distinct advantages. It gives the teacher opportunity to study the

effects of various diets on the gain of the class and to change them accordingly. It also gives the children practical training in the selection of foods and in the preparation and serving of meals. With children of foreign parentage this sort of training is often needed in the homes and is of great value there.

Distinction a Reward for Cleanliness

The first half hour of the morning is devoted to inspection and health talks. Before school a monitor examines all children for clean neck, face, ears, hands, and finger nails. After the opening exercises the clean people inspect each other for neatness of dress, polished shoes, etc., disputed cases being referred to the teacher. Those who pass this inspection write their names on the board. The messengers for the day are chosen from this list, and the monitor for the next week is chosen from those who have been clean every day for the week preceding. Through the desire to be a monitor or a messenger lasting habits of cleanliness are formed, for though some children keep clean for cleanliness sake a greater incentive is required for others. During this period the daily health record is made up. This consists of cards on which the rules of the health game are printed. Each rule that has been kept for the day preceding is checked and the total score kept for the day and week. This keeps the rules always in mind and inculcates them as habits.

Academic work follows till 9.45, when lunch is served, consisting of oatmeal and milk, or cocoa and crackers, or bread and



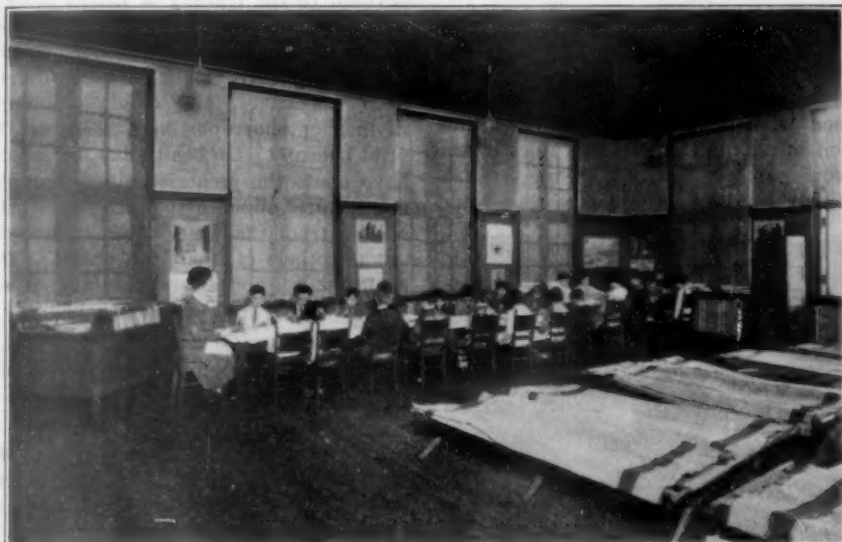
Every child aids in preparing or serving the meals

butter. One of the older girls usually makes the cocoa and other girls serve it cafeteria style.

Each child has his or her work to do in preparing, serving, and clearing up after the meals. The girls are divided into sets of four or five and each set works in turn as dinner or luncheon helpers. They vie with each other in efficiency of service, and the younger girls often do as good work as the older. These girls set the tables, serve and clear away all meals,

The following are typical menus. In order to avoid monotony, the same menu is never used two weeks in succession, and the daily menus are varied also by the change of a dessert, vegetable, etc.

MONDAY	WEDNESDAY
Meat loaf.	Beef soup with vegetables.
Baked potato.	Lettuce salad.
Creamed carrots.	Rice pudding.
Apple tapioca.	Milk.
Milk.	



Dinner is served between two rest periods

and wash the dishes. The boys prepare the vegetables for cooking, rinse the dishes ready for washing, open and close the windows, etc.

While the children eat their lunch the teacher prepares the dinner and places it in the fireless cooker, where no further thought need be given it till time to serve it. If more than the lunch time is needed for the preparation, the children work by themselves at their lessons from the outline on the board for the day. They know they must complete them before the close of the session.

Part of Rest Period Before Dinner

At 11.30 the portable desks are pushed back to the wall and cots are set up for the rest period. After washing their faces and hands, all but the dinner helpers lie down for a 15-minute rest period before dinner. Dinner is served soon after 12, followed by the toothbrush drill. Then the class returns to the cots for a half-hour nap, while the dinner helpers wash the dishes which the boys have rinsed and stacked between the courses. By having three sets of helpers, the girls lose their rest period only once in three days. Formerly we had all the rest period after the noon meal, but experiment proved that a rest period before dinner added to the weekly gain.

TUESDAY	THURSDAY
Scalloped potato.	Stewed kidney beans.
Macaroni and cheese.	15-minute cabbage.
Scrambled egg.	Baked or scalloped potato.
Buttered beets.	Baked apple.
Stewed prunes.	Milk.
Milk.	

The milk is always served at the end of the meal, experiment having proved

that the children gain more when they drink their glass of milk after finishing their dinner.

Other dishes that are frequently served are Hamburg steak and spaghetti, lamb stew, Lima beans, vegetable chowder, potato chowder, rice and cheese, macaroni and tomato, spinach, other fresh vegetables in season, rice and raisins, fruit tapioca, bread pudding, brown Betty, corn-meal mush, Waldorf and fruit salads. We find that the average family eats very few vegetables besides potatoes, and great effort is made to have the children learn to like and to appreciate the value of fruit and vegetables so that they will ask for them at home.

Each child brings his own potato and a slice of bread and butter each day. Fifty cents a week per pupil, \$12.50 per week, in all, is furnished by the city for the other food; \$5 of this money is spent for milk, which allows two glasses daily for each child, used either in cooking or for drinking.

Children Are Weighed Each Week

Each child has a weight record on the wall where he can see it easily and follow his progress. On these records are the name, age, height, weight, and normal weight of the child. The card is divided into squares, each representing one-half pound in the vertical column and one week in the horizontal line. The children are weighed each week and mark their own progress on the record card. The boy and the girl who gain most for each week have a gold star at the top of their card.

The difficulty of food idiosyncrasies has been almost entirely eliminated by giving a star on the weight record to every child who eats all that is served to him for a week. Each child has a ticket



After dinner the children return to the cots

and at the end of the meal a monitor punches the tickets for all children who have eaten all of the lunch or dinner served to them. If his ticket is punched for every meal in the week, he has a star on his weight record. The monitor for punching the tickets is chosen by vote of the class from those who have received a star for the week preceding. The need of this plan disappears in a few weeks, for the children soon learn to like the food that they at first refused to touch. We continue the plan, however, for the pleasure they take in watching the row of stars grow and for the benefit of the new pupils who take the places of those who attain their normal weight and leave the room.

In the column at the right of the weight record the various points of gain are marked, 10 per cent, 7 per cent, and normal, a red star indicating the 10 per

board record, and marking the gain on the weight record are events that are looked forward to with much anticipation, and enthusiasm in following the rules of the health game is promoted by these devices. So far as possible this work is done by the children themselves. Parents' interest can be aroused by sending home a weekly or monthly report of the child's progress.

Health Posters Promote Interest

There are always health posters of all sorts on the walls of the room, some borrowed from the State, others purchased or given by various organizations for the promotion of better health, and many made by the children themselves. These teach what are healthful foods, outline good meals, and picture the rules of the health game. Changing the posters frequently promotes interest in them, and

their own records according to the results of the weighing and each finds for himself the amount he still has to gain. Stress is laid on the child's increasing his own per cent of gain, rather than competing with others in the amount of gain, as such competition is often discouraging.

"Health Day" Observed Every Month

One day of each month is kept as health day. There is no academic work on this day, the whole session being devoted to the reading of health stories, writing original poems and stories, making health posters, etc. For these posters use is frequently made of pictures cut from magazines, the children making rhymes or short pertinent sentences to print beneath. On health day, those who have made the greatest gain during the month are allowed to take down the posters from the walls of the room and put up others of their own choice. The health story books written by J. Mace Andrews have been particularly helpful:

"A Journey through Healthland,"
 "Boys and girls of Wide Awake Town," and
 "Health and Success."

Many valuable pamphlets on this work have been published by the United States Bureau of Education and can be obtained from the Government Printing Office at Washington. The American Child Health Association, the department of health of Massachusetts, and doubtless other States have issued similar material.

The total yearly gain of the class for the past three years has been in the vicinity of 350 pounds. Some children gain from 15 to 20 pounds and some gain less than 10 pounds; 10 pounds is about the average gain per child.

Increased Weight Follows Dental Treatment

Such changes as having a rest period before dinner as well as after, serving a glass of milk *after* the noon meal, drinking a glass of water before each meal have been the cause of some of the increase in gain. Dental work is also a leading factor. During the first two years the room was in operation only such dental work was done as it was possible to persuade the parents to have done. Then for several years the dental work was done at the school, with the parents' consent. There are always a few parents who object, but practically all the children had their teeth treated early in the year, and the results were evident from the marked increase in gain. And the difference was noticeable in the gain in the children whose parents refused to have the work done as compared with those who took advantage of the opportunity. During 1926-27 the dental clinic was not in



The pupils make good progress in academic work

cent point, a blue the 7 per cent, and a yellow star the normal weight. Our first object is to reach the 10 per cent line, and when that is reached a star is placed on the red name card on the back of the chairs. When the 7 per cent line is reached, the red card is replaced by a blue one, and when the child is up to normal weight he has a white name card. When he has held his normal weight for a few weeks, he is examined by the school physician, and if no special reason for his remaining longer in the fresh-air room is found, he returns to his regular classroom and his place is taken by some child on the reserve list. Usually about half of the class return to their rooms before the end of the year. These children return weekly to be weighed, and their condition is carefully watched.

Weighing days, the changing of the name cards on the desks, writing of the

hanging them near the dining tables promotes discussion of them among the pupils during lunch and dinner.

On one board is a list of the names of the children in the room, headed by:

RED—DANGER AHEAD--- In red chalk.
 BLUE—WON'T DO----- In blue chalk.
 WHITE—ALL RIGHT----- In white chalk.

At the left of the names are stars, red, blue, or white, according to the per cent the children are underweight. All children who are more than 7 per cent underweight have a red star. The day he reaches the 7 per cent weight he may change the red star for a blue one, and on reaching normal weight a white star replaces the blue.

At the right of the names are two columns, in one of which is recorded the amount the child is underweight; in the other the amount he has gained. After the weekly weighing the children change

operation, and there was a very perceptible drop in the yearly gain.

Many children who are underweight are habitual tea and coffee drinkers, and this has been proved to be one of the leading causes of their condition. One boy who had been making very little progress during the two months he had been in the room suddenly began to make remarkable gains each week. Inquiry disclosed the fact that he had "got tired of being behind the other fellows," so he stopped drinking tea and coffee and drank a quart of milk every day instead.

Children Suffer from Lack of Sleep

Lack of sufficient sleep and rest also contributes very largely to underweight. Many children keep very late hours, and both they and their parents seem entirely unaware of, or indifferent to, the fact that a child requires more sleep than an adult. This is one of the most difficult problems, especially in a congested district. When all the children of the neighborhood are playing noisily in the street long after a child's bedtime, it requires more strength of character than the average child is blessed with to disregard the taunts of the others and go to bed at the proper hour. This problem could be partially solved by the "city fathers" by making and enforcing a curfew law. Parents need education along this line also.

Each year we have several cases of defective eyesight or defective hearing. These children are underweight because of the strain of trying to hear and see with ears and eyes that are far from normal. A more rapid increase in gain is always noticeable when a child has been fitted with glasses. One child was in the room a whole year before we could persuade the parents to get glasses for her. She made so little progress during the year that we took her into the room again. Early in the year she was fitted with glasses, began to gain, and in three months had attained her normal weight and had left the room.

Better Health After Tonsil Operations

Special effort is also made to have tonsil and adenoid operations performed when necessary. Such an operation is practically always followed by better health and sometimes helps those who have defective hearing. Lip reading for those who are not helped by this operation would have the same effect on the hard-of-hearing child that glasses have on those with defective eyesight. Valuable information on this subject can be obtained from the pamphlet "The Hard-of-Hearing Child" published by the Department of the Interior, Bureau of Education.

By the close of the school year the majority of the class have reached the

Economy of Time Through Reorganization of Junior College

By CHARLES H. JUDD

Director School of Education, University of Chicago

UP TO the present time the junior college has been thought of as a part of the traditional educational system of America. It has been regarded merely as a transplanted freshman and sophomore year. The transplanting has consisted in detaching the two years in question from the last two years of college. Sometimes the junior college has stood as a separate institution, sometimes as a relatively unassimilated part of a public-school system. In view of the conservative attitude of educators, the curriculum of the junior college has been very commonly dictated by the conventional practices of colleges, all the courses offered being duplicates, so far as possible, of those given in neighboring four-year institutions.

The time has arrived for a frank recognition of the fact that the whole American

Abstract of a statement before divisional meeting of the department of superintendence, National Education Association, Boston meeting.

educational program is in process of reconstruction. The work of the lower schools has been so much improved that pupils are ready for mature advanced studies long before the end of the eighth school year. In like fashion, pupils who were formerly thought of as immature adolescents are ready for courses which formerly belonged in the college.

It is a distinct economy of human time and effort to advance pupils into higher opportunities of study as soon as they are ready. The junior college belongs to the period of secondary education and should be attached to the high school. Pupils should be allowed to complete secondary education, including junior college work, earlier than is possible under the conventional plan of American education. Economy of time, as thus defined, does not in any way curtail the opportunity of individuals but opens these opportunities at an earlier period in the individual's life. Economy of time thus means earlier entrance on advanced stages of study.

normal or 7 per cent weight line. Though they may be below normal weight in the fall, we do not take them into the room again unless there is some special reason for it. They have learned the rules of the health game and what they need to do to have good health and their places are taken by new and more needy cases.



College Students Conduct English Exercises

As an experiment the socialized recitation plan in college work has been introduced this year in the State College of Washington, Pullman, in classes in oral English. Each class has been organized with a president, a secretary, and two critics. Students have entire charge of preparing and staging programs at each session of the class. The professor's duties are mainly advisory, and giving at the end of the class period a brief constructive criticism of the students' work. Among the advantages of the method are development of naturalness and ease in the speaking conduct of students; cultivation of an "audience sense" on the part of students; and criticism by fellow students as well as by the instructor.

Agricultural Colleges Supported Principally by States

State participation in the support of land-grant colleges in the United States increased from 38 per cent of the whole in 1901 to 52 per cent in 1926, as shown by a study of land-grant colleges by Walter J. Greenleaf, associate specialist, published by the Department of the Interior, Bureau of Education, as Bulletin, 1927, No. 37. In spite of the fact that Federal appropriations to land-grant colleges and universities increased more than 500 per cent during this period, contributions from other sources were proportionately greater, and during the school year 1925-26 Government participation amounted to only about 10 per cent of all institutional receipts. This fact indicates a healthy condition of the colleges, large State appropriations reflecting increased popular interest in education of this character. Of total receipts of \$129,219,491 during the year, \$66,893,568 was contributed by the States in which the institutions are located. State appropriations were expended for operation and maintenance, permanent improvements, lands, buildings, experiment stations, research, regulatory service, and endowment.

Activities of the Parent-Teacher Associations of Michigan

By MILDRED RUMBOLD WILKINSON

National Congress of Parents and Teachers

ALTHOUGH it is one of the largest organizations in this country, the National Congress of Parents and Teachers differs from other organizations in its constantly changing membership. Parents drop out of the local grade associations as their children go on to higher grades; often families move to other localities in the same city, leaving one association to join another. The work goes on, but the workers continually change.

Mrs. J. K. Pettingill, of Lansing, Mich., president of the State branch, stresses in her New Year's message the importance of the service rendered during the short-time membership. "Most of us," states Mrs. Pettingill, "are called upon to give to this parent-teacher movement but a brief service in point of time, a few years at the most. Let us give ourselves intensely and devotedly before we step aside to let others take our places; then we shall have the satisfaction of knowing that we have done our best; that we have been for a short time a part of a fine, great cause, and that we have availed ourselves of an offered opportunity for worth-while service."

That the parents and teachers of Michigan have availed themselves of this opportunity is evidenced by the record of the accomplishments of the past year as reported by Mrs. Fred. S. Raymond, of Grand Rapids, president of the State branch last year and now acting chairman for Founder's Day for the national congress.

Informed Workers the Primary Aim

This branch, organized in 1917 with 70 associations, had more than 60,000 members in 925 associations in April, 1927. Although the State branch is proud of this growth it is stressing increased membership not so much as trained leadership and informed parent-teacher workers. Michigan is divided into nine districts with definite plans for the work of each district.

In order to carry on effectively a working program in each county, county councils have been organized. There are at present 18 of these councils and 35 county chairmen. Thirty-six cities have city councils. Without this help the routine of the State office would be much more complicated and less effective.

In preparation for the training of leaders Mrs. Charles E. Roe, field secretary of the national congress, conducted a

"leadership institute" at the State convention and assisted the officers in arranging and planning classes for leaders, which were held later in other parts of the State. This was one of the three projects approved by the State board and carried out during the past year.

The second, a community score card, was prepared by a committee composed of a State university professor, a high-school principal, and the State chairman of recreation. This score card is especially planned for the use of communities which are willing to check their needs and call upon organizations or individuals that can help to better conditions. Ten requirements were enumerated which constitute the best type of community. A selected group of leaders scored these. By this method of self-examination a check up on community needs was made, the results listed, and plans made to improve conditions for happiness, health, ethical ideals, and education. This score card was printed in the January issue of the Michigan Educational Journal and reprints may still be obtained.

Scholarships Aid Teachers in Health Study

The third was a health project. Local associations offered scholarships to teachers willing to attend some university or summer school for special work in health education. These were chosen for special fitness and ability to bring back new ideas along health lines. This plan follows a resolution passed at the State meeting last year which urged superintendents of schools and school boards to employ teachers who emphasized health education in their preparation. Two such scholarships were granted for last summer.

Michigan is fortunate in having a full-time lecturer on social hygiene provided by the State department of health. The State child hygiene chairman has given excellent assistance. All material for the summer round-up was mailed from her office. She is also a member of the staff of the State department of health.

The department of public instruction has rendered material assistance in printing the report of the 1926 convention and a reprint of the State handbook compiled by Mrs. Edgar Kiefer in 1924. Again this year, as last, this department, through the county commissioner of the county where the State convention was held, provided financial assistance for the speakers who appeared on the program.

Interest in the summer round-up has steadily increased. Two years ago one school enrolled; last year, 42. On May 1, 1927, 273 associations were listed in this attempt to have children 100 per cent physically fit for school. Kalamazoo (city and county) and Grand Rapids and Kent County registered 100 per cent. Kent County nurses, through the assistance of the Junior Red Cross, conducted a county-wide campaign, and Wayne County, Bay City, and several other districts worked for 100 per cent enrollment. The governor of the State, under date of March 30, 1927, issued this proclamation to encourage the state-wide plans for child health day, May 1:

"In furtherance of the splendid effort of the organizations interested in the development of a child-welfare program I wish to commend this very worthy undertaking.

Children Our Most Valuable Asset

"Outside the work of building the kingdom of God there is no more important work than the building of clean, honest, Christian men and women. The boys and girls, our most valuable asset, must have first consideration, therefore I earnestly request the people of this State to observe Sunday, May 1, 1927, as child-health day—this day to be devoted to directing the attention of the public to the vital importance of improving conditions upon which child health and child welfare depend."

The standards in literature committee doubled the number of chairmen, 45 working along this special line. The preschool committee had a record equally as good, and the child study and adult education outlines for the past year gained steadily in their appeal.

Normal Schools Give Credit Courses

Two of our State normal schools gave parent-teacher associations credit courses in their summer schools, and two arranged sectional meetings at the time of their midyear conferences. Professor Arnold, of Wittenberg College, Springfield, Ohio, was invited to speak at the summer parent-teacher conferences at Ypsilanti State Normal College and Western State Normal College at Kalamazoo. Our home education chairman is the director of continuing education at the Michigan State College. The children's reading chairman is director of library extension at Ann Arbor. She recently, through the public relations committee of the Michigan Library Association, outlined a plan whereby the needs of each community may be known. With this information local groups are urged to strive more earnestly for better books and more books for every citizen in Michigan.

The student loan committee sent questionnaires to educators and council presi-

dents asking for data and opinions as to future activities of this department. The general preference seemed to be for local loan funds, rather than a state-wide fund. Many such funds are now established, some for the use of high-school students, others for college students.

By the cooperation and encouragement of county council workers music teachers for one-room country schools have been provided in some counties. Teachers of high standard go from one school to another to give instruction, both vocal and instrumental. One county had a combined county-wide glee club of 300 voices and an orchestra of 125, trained separately and then assembled under the direction of a trained leader. These groups presented an inspiring program for one county council meeting and have awakened interest in music in the rural districts. Many parent-teacher associations have furnished musical instruments, uniforms, and music for orchestras and bands.

Mother-singers' clubs have been formed. One group of 30 voices ranging in ages from 30 to 60 furnished the music for the annual founders' day banquet. Christmas caroling has been sponsored, and a prize has been offered for an original song, words, and music, for the Michigan branch. Thirty-five thousand Michigan song sheets were sent out this year. Some of the songs were of patriotic nature, some from the national song sheet, and some were original words set to music. Three prizes were given for the best of the last-named class.

A feature of the tenth annual convention was a breakfast on the opening morning for men delegates. Sixty fathers were enrolled and 45 attended. The breakfast was in charge of the State vice president, Mr. Dennis Strong. A few men are officers, and many more serve as committee chairmen. A resolution was presented to the convention urging the encouragement of father delegates. The theme of this convention was "Trained leadership—informed membership."



Well-Prepared School Lunch for 15 Cents

A plate lunch of four carefully selected food articles, at 15 cents per plate, is served to pupils of Roosevelt Junior High School, Richmond, Calif. Two women, a cook and a salad maker, prepare the food, and 300 pupils are served in 10 minutes. This arrangement eliminates choice of food by children, and tends to create a taste for wholesome food. The service so far has been self-supporting. Similar lunch service will be installed in the senior high school when the new building is occupied.

Supervision from the Standpoint of the Teacher

By CORNELIA S. ADAIR

President National Education Association

EDUCATIONAL systems must keep their courses of study flexible enough to be in accordance with the needs of children if they are to keep abreast of the needs of a rapidly changing civilization.

Courses of study reflect child needs best when they are the product of the cooperative effort of teachers and supervisors. Curriculum building has proven one of the best means yet found for training teachers in service. It helps to train each teacher to study the problems of the individual child. It encourages teachers to seek a new content in education and to vitalize the old content by more effective forms of organizations and interpretation.

Just as the supervision of children has been made more constructive by the modern educational advance so has the supervision of teaching become a pro-

fession in itself. The development of the departments within the National Education Association suggests this growth. The department of secondary school principals is larger than the whole association a few years ago. It is a far cry from the so-called early supervision which consisted of an occasional visit to the school by the district trustees, to the highly trained, sympathetic and efficient supervision of the modern school principal and his staff.

Good supervision has definite, well-understood standards and a well-organized program. It is essentially a cooperative procedure. It supplies the means which enable teachers to live up to the set standards and to carry out the authorized program.

What teachers need is inspirational leadership. Much that is superimposed is valueless. Encouragement and suggestions together with helpful demonstrations will build up a teaching morale worthy of the name.

Abstract of statement before department of superintendence, National Education Association, Boston meeting.

Four Languages Stimulate Parent-Teacher Work

A special edition in four languages—Chinese, Japanese, Korean, and English—of *The Pinion*, a student publication of McKinley High School, Honolulu, Hawaii, was issued recently to acquaint parents of pupils with activities of the school and to stimulate the participation of the parent-teacher association in school work. Branch meetings of racial groups and a drive in the school, with the offer of a prize to the class having the largest parent membership in the association, have been successful in increasing membership in the parent-teacher association and enlisting the cooperation of parents in supplying needed equipment and assisting in other work of the school.



State Supervision of School Sanitation

Responsibility for sanitation of schools in at least 12 States is placed upon the State department of health, in 6 States it is under the supervision of the State department of education, and in 12 States the responsibility is shared jointly, as shown by a study of the present status of

school hygiene in the United States recently made by Dr. James Frederick Rogers, chief of division of physical education in the United States Bureau of Education. A sanitary survey of 92 schools was made last year by the department of health of Indiana. Improvements were ordered in 68 cases, and in 24 cases use of buildings was prohibited until sanitary conditions had been remedied. The State department of health of Connecticut recently completed a survey of school water supply, and the department of health of Kentucky is making a sanitary survey in 40 counties.



Practical Instruction Interests "Problem Boys"

A study of the oil industry, involving construction of a miniature plant, was successfully used in arousing the interest of 25 "problem boys" in the elementary school of Martinez, Calif., whose relatives or friends are connected with the industry. The project motivated their reading, writing, spelling, and arithmetic. They studied the geography of the oil section, refineries, and pipe lines; made drawings of the formation of oil-bearing strata, and of the progress of the oil from the earth to the refinery; studied the history of the use of oil; and wrote compositions.

Influences That Helped to Build Abraham Lincoln's Character

Lincoln Himself Declared that He Owed Everything to His Mother. Attitude of Productive Activity was a Significant Characteristic. Participation in Rustic Debates on Religious and Political Questions Meant Much in Intellectual Development. Religious Element was Strong in Lincoln's Home Environment

By F. M. GREGG

Professor of Psychology, Nebraska Wesleyan University, Lincoln, Nebr.

(Continued from the February number.)

WITH the coming of the spring of 1826, when Abraham Lincoln was 17, his school days completely ended. He worked around home and in the neighborhood the first half of the year, but in midsummer he secured a job at Poseys Landing, at the mouth of Anderson Creek on the Ohio River, 18 miles to the southeast of his home. His principal occupation was to operate a ferry across Anderson Creek. Occasionally he took a passenger out to a river steamer and put him aboard. Once he hurriedly took two passengers with their trunks to a halting steamer, and each tossed back to him a half dollar, the first "big money" he ever received for his services.

The spring of 1827 found Lincoln again at work at Poseys Landing. The Dill brothers, on the Kentucky side, had a license to ferry passengers across the Ohio. On one occasion, after Lincoln had repeated his practice of conveying passengers to the middle of the Ohio, the ferrymen called him over to the Kentucky side of the river. They threatened to duck him for taking their business away from them, but on looking him over a second time, they decided to invite Lincoln to go with them to Squire Pate's courtroom, a few hundred yards away. Once there they put him under arrest and the case of the Commonwealth of Kentucky versus Abraham Lincoln was on for immediate trial.

Logical Argument Wins Court Decision

Magistrate Pate heard the evidence on both sides. Lincoln admitted the facts alleged but denied having infringed upon the rights of the licensed ferrymen, who were authorized to carry passengers across the river. The license, however, did not forbid others from ferrying passengers to the middle of the stream. He argued that the ferryboat could not always be on the Indiana side of the river and that river steamers should not be held up until ferrymen could come across for Indiana passengers. Lincoln's straightforward story so impressed Magistrate Pate, that he acquitted him of the charges brought against him.

Lincoln thus became interested in legal proceedings and frequently after this event he went over to Pate's courtroom to hear cases argued. He also obtained a copy of the Statutes of Indiana from the sheriff of Spencer County, who lived in Jonesboro, and read it completely through. He borrowed other legal books from Judge Pitcher at Rockport. On one occasion he walked 13 miles to Boonville to hear a famous pleader, Attorney Breckenridge, in a case at law. On the conclusion of the proceedings he said to Breckenridge that this was the greatest speech he had ever heard. Thus, Lincoln slowly was drawn into his future profession, the law.

Beloved Sister Dies in Childbirth

A month before his nineteenth birthday, Abe was called to the Pigeon Church to attend the funeral of his only sister, who had died while giving birth to her first child. Sarah was much beloved by him, for she had been a mother to him in the dreary months after their real mother had died. For the second time in his life, he was called upon to look

into an open grave that received the body of a loved one.

Opportunity to See Outside World

Abe finally grew restless under his father's restraint and control. He consulted with his friend Woods at Rockport about leaving home "for good," but Woods advised him to go back and remain until he was legally of age. Shortly after his return home, he was given the chance as a companion of Allen Gentry, to take a flatboat load of goods to New Orleans for James Gentry, to be sold in the Ohio and Mississippi River towns. This gave him the coveted opportunity to see something of the great world outside of southern Indiana. The flatboat was sold, and the return was made by steamer. The expedition, which occupied the time from March to June, brought an income of \$8 a month and young Abe's board. This was not the trip that evoked from Lincoln his famous remark about slavery; that was uttered when he visited New Orleans a few years later.

After returning to Jonesboro, Abe again entered on the same dreary round of



Jones's store stood at "J" and the log schoolhouse was at "S"

existence which had characterized his life for several years. Thus time wore on until he was nearly 21 years old. In the interval a part of his time was spent as a clerk in Jones's store. His particular job was to butcher and dress pork and sell the meat. His political education grew apace before the fireplace in the store, where the solons of the neighborhood collected to discuss the issues of the day. Here he became acquainted with Judge Daniel Gross, of the State legislature; Congress-

psychological influences that helped to build his character. In the first place, he had the full benefit of an intelligent and devoted mother's love. In later years he declared that he owed everything to his mother. This statement may well have included both his mothers, though one of his biographers thinks he referred only to his stepmother, whom he revered to the end of her days and to whom he devoted his first large lawyer's fee for the purchase of a home.

cant social heritages of the Great Emancipator and greatly helped to make him what he finally became.

Intellectually, Lincoln probably obtained his greatest schooling in Jones's store, as he sat by the fireplace at the north end of the long room. The largest contribution that came to him from his frequent visits to the Jones's store was the chance to participate in the hot debates on slavery, baptism, foreordination, sobriety, the communism of the New Harmony settlement, the internal improvements of the country, and Jacksonian democracy. At this same fireplace he must have picked up a great wealth of human incidents that served him on so many occasions in his later years.

Religious Influence an Essential Element

The religious element in his life contributed a very essential part to his character. The human mind is fundamentally and inescapably social. What one is depends very much on whom one personally cares for. If one does not care for anybody very much, his will be a wobbly character. If he cares for the approval of a particular social group, the ideals of that group will shape his character. If he cares for a divine companion, he will be religious. In Lincoln's case he heard the Bible read and prayers offered every morning and evening throughout his boyhood and youth. The group of pioneers whose religious lives centered at the little Pigeon Church became the center of his social orientation. It made him a predestinarian, and he learned to fear and reverence God and to keep His commandments.

Looking at Lincoln in a geographic way, one may conclude that Kentucky gave him birth, Indiana gave him character, Illinois gave him opportunity,



Anderson Creek where Abraham Lincoln operated a ferryboat

man Ratliff Boon, of Boonville; and William Prince, who had much to do with training the company of militia at Boonville.

In the fall of 1826 Lincoln began to assemble materials for building a cabin for himself, but his plans were upset when another epidemic of the "milk sick" appeared in the valley of Pigeon Creek. His father, becoming alarmed, promptly decided to leave the fateful valley, and migrate to the prairies of Illinois. The building stuff which Abe had collected was sold. Abe and his father built a wagon, the wheels of which were solid narrow sections of a big log, to convey the household goods to Illinois. In February, 1830, just after Abe had become of age, the Lincolns and all their relatives traveled by ox teams over the rest of the Troy-Vincennes trail via Boonville to Illinois.

An Awkward Youth, Potential of Achievement

Thus did Indiana send Abraham Lincoln forth from her borders, "a tall, strong, awkward youth who had not been seriously in love, who had not united with any church, who had not cast a vote, but who had in him the promise and potency of great achievements." So wrote Barton, Lincoln's biographer.

We now say "good-by" to Lincoln as he goes off to his new home and his greater career. Perhaps we can best conclude this sketchy review of an important period of his life by a brief examination of the

While Lincoln was never an enthusiast for physical labor, he early learned to work and to be always profitably occupied. He seems never to have indulged in card-playing to occupy his time. Neither was there opportunity to expose himself to the contagion of the modern madness for amusement. The real child-labor problem of all times, and particularly of our own, is not nearly so much to protect the child from labor as it is to inculcate in him habits of industry. An attitude for productive activity was one of the signifi-



Lincoln's first trip to New Orleans began at this point

America gave him vision; and the God of the Universe gave him affection for all mankind. In return, Abraham Lincoln left to this country an example of unfaltering patriotism, to his fellow men the ideal of abounding human sympathy, and to the world at large the memory of "a man for all the ages."

In the story of Lincoln, as here presented, it will have been noted that his "home town" is said to have been Jonesboro, instead of the Gentryville of the

Many years ago an old pioneer, William Padgett by name, told Mr. Bullock, that he had attended school on that spot, and that the accepted tradition was that here is where Abe Lincoln had gone to school. So far as the writer knows, this is the first published information of the definite location of any of the schools in Indiana attended by Lincoln.

The reason for the decline of Jonesboro and the rise of Gentryville was that about the summer of 1830, that is, shortly after

the Lincolns left for Illinois, the Rockport road was put through to Bloomington in central Indiana; this extension carried the crossroads about a half mile to the east of the original site of old Jonesboro out across the marshy valley of Pigeon Creek to the north. At this new crossroads the land was owned by James Gentry, and here a new town began to spring up. The post office records show that a post office bearing the name of Gentrys was established there in March, 1831.

On the southwest corner of the crossroads William Jones erected a new store building and moved his merchandise to that place. The post office records further show that the name of the new town and post office was changed to Gentryville in 1835, and then in 1837 to Jonesboro, which name it bore until 1844, when it finally became Gentryville. With the coming of a railroad in later years a half mile south of the cross roads, the business section of the town moved down near the railroad station. The 500 villagers now live in houses strung along this half mile of "main street"; a paved road, a part of

the Hemmingway highway, runs through it.

It is the dream of the writer that some day not far distant, the State of Indiana or some patriotic organization may take over the town site of the original Jonesboro and build a replica of the old hamlet. A corresponding action has been taken at New Salem, Ill., to which place Lincoln went from Indiana, and that interesting spot is the mecca of thousands of autoists every summer.

A beautiful park has been established to commemorate the burial place of Nancy Hanks Lincoln, and a fine granite monument marks the location of the old Lincoln cabin, in the school yard of what is now Lincoln City, a town that sprang up in the latter part of the nineteenth century because of the discovery of coal and the coming of a railroad.

A continuous parkway from Lincoln City to Old Jonesboro, $2\frac{1}{2}$ miles away, would not only preserve the sacred spots so often traversed by Abraham Lincoln during the 14 years of his life in Indiana, but would furnish to the passing generations a concrete picture in the reproduced Jonesboro, of a pioneer village of the log-cabin days of a great Commonwealth.



Another International Compact in Education

By an agreement between the University of San Marcos and the University of Paris, signed during the past month, a Franco-Peruvian university is established which looks toward helping the students of each country in the other, toward spreading a knowledge of each country in the other, and toward a system of exchange professors.—*Pierre de L. Boal, American chargé d'affaires ad interim, Lima, Peru, September 1, 1927.*



The last log house of Jonesboro stood until about 1900

Lincoln biographers. Such a departure calls for explanation.

For information on the subject of Lincoln's home town in Indiana, the writer is indebted to visits made to the place and to data gathered from various sources, among them being the bulletin of the Southwestern Historical Society, for December, 1926; the article by Judge Roscoe Kiper, of Boonville, in the *Kiwanis Magazine*, February, 1927; and from Government post-office records. But most of all he is indebted to Mr. and Mrs. Bullock, now about 70 years of age, and to their daughter, Grace Jeanette, who is the principal of the Gentryville public schools. Since 1885 the Bullocks have owned the land upon which the original Jonesboro stood, and they still live in the old brick house that was built many years ago by the Jonesboro storekeeper, William Jones.

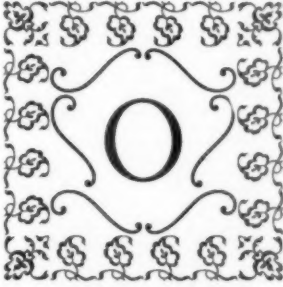
Sites of Homes Marked by Household Debris

The Bullocks gathered their information from the older people of the generation of men and women who preceded them. The places where the dozen or more cabins stood are still marked by bits of old-fashioned dishware and other surviving remnants of pioneer domestic life. Indeed, Mr. Jones's log barn and his remodeled store were still standing when the Bullocks came into possession of the place, as well as the last of the habitable log houses of Jonesboro.



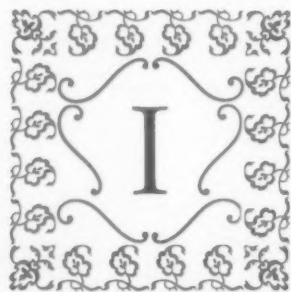
The Lincoln cabin was in what is now a school yard

Teachers Maintain an Exceptional Standard of Conduct

UR EDUCATIONAL SYSTEM has called its teachers from the body of the people, and has commissioned them to teach the ideals of the mass as well as the knowledge of the more favored few. It is, therefore, in itself truly democratic. This teaching of ideals is by its nature spontaneous and unstudied. And it has had to be sincere. The public-school teacher can not live apart; he can not separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people—approximately eight hundred thousand—so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation-loving country. It implies a wealth of character, of tact, of patience, of quiet competence, to achieve such a record as that.

—Herbert Hoover.

Secondary Education of Universal Accessibility and Maximum Flexibility



BELIEVE IN A SYSTEM of secondary education which has universal accessibility and maximum flexibility. I believe that we should put forth in this country all the energy we can command in the effort to supply the oncoming generation with the most stimulating ideas that we can offer. I believe that this duty will be most fully discharged by enriching the curriculum. I do not believe that the highest form of training is secured through mere sequential drill. I believe that it is possible to stimulate the minds of pupils to independent thinking and that such thinking is the highest achievement of an educational institution. I believe in local control guided by science. Above all, I believe in giving the people of this country a clear idea of the virtues and advantages of our educational system. I believe that a discussion of American problems can be carried on in such a way that the young people in the schools will have a true idea of their privileges and opportunities and the public will be willing to support adequately the experiment of universal secondary education. ¶ In this faith, I am confident that it is the duty of all who are aware of the magnitude and importance of this enterprise to turn away from trivial criticism and from speculation as to possible abandonment of the present type of organization and to use all the energy that is available in bringing into the present system the most highly trained leaders that can be provided.



Charles H. Judd.